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ABSTRACT

The Parent Interview was designed by the Bank Street staff in collaboration with Head Start parents and staff from the communities. The purpose was to investigate the attitude of Head Start parents toward the program and the degree of parent participation in the three aspects of the parent program that characterize the Bank Street approach: (1) knowledge about the educational program and participation in it; (2) participation in decision-making about the educational program, and (3) personal development through activity and further education. Results of the analysis of the completed Parent Interviews indicate that parents become knowledgeable as they participate and observe in the classrooms and have an opportunity to discuss the program with the staff and other parents. (Author/CS)

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# ANALYSIS OF HEAD START PARENT INTERVIEWS

## Introduction

The Parent Interview was designed by Bank Street staff in collaboration with Head Start parents and staff from the communities. The purpose was to investigate the attitude of Head Start parents toward the program and the degree of parent participation in the three aspects of the parent program that characterize the Bank Street Approach:

1. Knowledge about the educational program and participation in it.

2. Participation in decision-making about the educational program.

3. Personal development through activity and further education.

The decision to use the instrument in a community was optional, to be decided by the Policy Committee of that community. All four Bank Street Head Start Policy Committees opted to undertake the interview project. The Tuskegee Policy Council set up a procedure for administering the interviews that became the model for the three other communities, Boulder, Elmira, and Wilmington. After the Tuskegee Policy Council (i.e. Committee) agreed to the Parent Evaluation Project, the Council participated in the establishment of qualifications of the parent interviewers, and the method of selecting the parent interviewers. (Parent interviewers were paid a small stipend for their work.) The Social Service Staff trained the parent interviewers who were then assigned lists of parents to be interviewed. The parents to be interviewed were selected across all of the Head Start classes. The total sample was at least 25% of the Head Start mothers in the program, and equally divided among parents who could be described as either active or inactive in the program. This diversity was planned so that the results would represent all shades of attitude and degree of participation. (The criterion for classification as active or inactive was also established by the P.C.) The parents who were interviewed were assured of anonymity and absence of pressure as they responded.

The results of the interview follow. When discrepancies appear in the total number of responses to questions (Total sample N=149) they are due to omissions of answers, multiple responses to a question, or incomplete interviews. Categories were arrived at by collapsing the complete list of responses to categories that adequately described all answers.

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## Parent Questionnaire

A. Are you pleased that your child is in Head Start?

| | Total | Boulder | Elmira | Macon County | Wilmington |
|---|---|---|---|---|---|
| Yes | 143 | 18 | 14 | 55 | 56 |
| No | 0 | 0 | 0 | 0 | 0 |
| No answer | 3 | 0 | 1 | 2 | 0 |

If Yes:

What things about the Bank Street sponsored Head Start Program make you glad your child is in it? (List spontaneous responses)

| Categories of responses | #of responses | | | | |
|---|---|---|---|---|---|
| | Total | B. | E. | M.C. | W. |
| 1. Provides orientation to school | 20 | 3 | 1 | 13 | 3 |
| 2. Child is learning specific skills | 12 | 2 | 0 | 2 | 8 |
| 3. Child has opportunity to learn and to have new experiences | 36 | 5 | 8 | 14 | 9 |
| 4. Have general positive feelings | 21 | 3 | 3 | 3 | 12 |
| 5. Child has opportunity for social development with other children | 40 | 5 | 5 | 15 | 15 |
| 6. Opportunity for social development with adults | 2 | 0 | 0 | 0 | 2 |
| 7. Head Start Program for child frees mother to work | 6 | 0 | 1 | 1 | 4 |
| 8. Program provides educational materials for children | 2 | 0 | 0 | 2 | 0 |
| 9. There is a positive concern for children | 1 | 0 | 0 | 1 | 0 |
| 10. Medical, dental, nutritional services for children | 9 | 1 | 0 | 5 | 3 |
| 11. Positive effects on the mother | 2 | 0 | 0 | 1 | 1 |
| 12. Opportunity for development of child's positive self-concept | 5 | 2 | 1 | 2 | 0 |
| 13. Individualized program for children | 8 | 3 | 0 | 3 | 2 |

| | | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|---|
| 14. | Freedom of choice for children | 10 | 2 | 0 | 6 | 2 |
| 15. | Positive changes reflected at home | 6 | 1 | 0 | 2 | 3 |
| 16. | Development of independence | 5 | 2 | 0 | 1 | 2 |
| 17. | Positive attitude toward staff and teaching methods | 14 | 5 | 0 | 4 | 5 |
| 18. | No answer | 14 | 0 | 1 | 0 | 13 |

To attempt to make the statistics convey the spirit of the spontaneous, felt responses of parents, some verbatim quotations, illustrating the categories most frequently mentioned, are included:

3,5 (a Boulder parent)

"Gets to play with kids his own age, gets to see and play with animals such as guinea pigs, more experiences than if he was at home, he talks more."

4 (a Tuskegee parent)

"I like all parts of it. It help the mothers too, I like the entire program. I hope it continues."

14 (Tuskegee)

"The instructors have more attention. Their way of teaching."

11

"I am glad that my child is in Head Start. This will give him a start to get ahead, he go to real school."

9 (Tuskegee)

"They go to dentist, get teeth pulled free. Don't have to pay for meals."

10 (Wilmington)

"One thing about Bank Street I like is each child can do what they want. Instead of the teacher making the child do what she wants him to do."

8 (Wilmington)

"The individual attention. Tailored curriculum. The method of teaching around my child's interest."

5,3,7 (Elmira)

"I am able to work, child is learning a great deal- a chance to be around other children, etc."

1. Home School Relationship

a) Have you been invited to visit your child's classroom?

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| Yes | 146 | 18 | 15 | 57 | 56 |
| No | 0 | 0 | 0 | 0 | 0 |
| No answer | 0 | 0 | 0 | 0 | 0 |

If Yes:

| How were you invited? | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. Open House Invitation | 47 | 8 | 3 | 8 | 28 |
| 2. Note from teacher | 86 | 6 | 12 | 43 | 25 |
| 3. PTA Invitation | 38 | 0 | 3 | 25 | 10 |
| 4. By my child | 65 | 9 | 4 | 34 | 18 |
| 5. Other | | | | | |
| Categories | | | | | |
| 1. Teacher aide | 1 | 0 | 0 | 1 | 0 |
| 2. Social Service aide | 3 | 0 | 0 | 1 | 2 |
| 3. Staff Developer | 1 | 0 | 0 | 1 | 0 |
| 4. Self-invited | 3 | 0 | 1 | 2 | 0 |
| 5. Unidentified personal contact | 8 | 4 | 0 | 2 | 2 |
| 6. Teacher- verbally | 21 | 11 | 0 | 1 | 9 |
| 7. At meetings and parties | 1 | 0 | 0 | 0 | 1 |
| 8. Work in the classroom | 1 | 0 | 0 | 0 | 1 |
| 9. No answer | 3 | 0 | 0 | 0 | 3 |

1B. Have you been able to go?

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| Yes | 113 | 12 | 12 | 43 | 46 |
| No | 31 | 5 | 3 | 13 | 10 |
| No answer | 1 | 0 | 1 | 0 | 0 |

If Yes:

How many times have you been in your child's school this year?

| Categories | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. 0 times | 8 | 0 | 0 | 7 | 1 |
| 2. 1 - 5 times | 50 | 5 | 8 | 21 | 16 |
| 3. 6 - 15 times | 21 | 5 | 2 | 11 | 3 |
| 4. 20 - 30 times (many) | 14 | 2 | 1 | 5 | 6 |
| 5. Regularly | 10 | 1 | 0 | 2 | 7 |
| 6. Everyday | 20 | 0 | 1 | 2 | 17 |
| 7. No answer | 2 | 0 | 0 | 1 | 1 |

If No:

Could you tell us why you were unable to go?

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. No clothes | 1 | 0 | 0 | 1 | 0 |
| 2. No transportation | 4 | 1 | 0 | 3 | 0 |
| 3. Work | 20 | 2 | 2 | 7 | 9 |
| 4. Illness, accident, pregnancy | 8 | 2 | 0 | 5 | 1 |
| 5. No baby sitter | 6 | 3 | 0 | 1 | 2 |
| 6. Language difficulty | 6 | 0 | 1 | 0 | 5 |
| 7. No answer | 2 | 0 | 1 | 0 | 1 |

1C. Have you had a chance to talk to someone in the classroom about the program?

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| Yes | 113 | 15 | 12 | 42 | 44 |
| No | 31 | 3 | 3 | 14 | 11 |
| No answer | 1 | 0 | 0 | 0 | 1 |

1D. Have you talked to your child's teacher about your child?

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| Yes | 122 | 15 | 11 | 49 | 47 |
| No | 19 | 3 | 3 | 7 | 6 |
| No answer | 5 | 0 | 1 | 1 | 3 |

1E. Would you like to visit the classroom in the future?

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| Yes | 145 | 18 | 15 | 57 | 55 |
| No | 0 | 0 | 0 | 0 | 0 |
| No answer | 1 | 0 | 0 | 0 | 1 |

1F. Do you feel the teacher likes you to visit the classroom?

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| Yes | 141 | 17 | 15 | 56 | 53 |
| No | 1 | 1 | 0 | 0 | 0 |
| No answer | 4 | 0 | 0 | 1 | 3 |

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If Yes:
Why do you feel that way?

| Categories | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. Teacher invites parents, is warm and welcoming, enjoys having parents, and asks parents to come again. | 94 | 10 | 6 | 37 | 41 |
| 2. Teacher spends time talking to me about my child. | 9 | 0 | 1 | 1 | 7 |
| 3. Teacher likes parents to see the program and how children are learning and getting along with other children. | 16 | 2 | 4 | 8 | 2 |
| 4. Believe parents should go - must take interest in own child. | 2 | 0 | 0 | 2 | 0 |
| 5. Want to see child's improvement and progress - am interested. | 11 | 2 | 1 | 8 | 0 |
| 6. Because I could be of help. | 8 | 1 | 1 | 2 | 4 |
| 7. To show the teacher she is interested | 4 | 0 | 2 | 2 | 0 |
| 8. It is expected that parents visit the classroom. | 3 | 2 | 0 | 0 | 1 |
| 9. Don't know. | 1 | 1 | 0 | 0 | 0 |
| 10. No answer | 6 | 0 | 1 | 0 | 5 |

The following verbatim qotations illustrate the categories most frequently mentioned:

1. (Boulder)
"When I've gone there I've felt like I am wanted there I don't feel like I'm imposing."

1. (Tuskegee)
"Because when you go there they treat you nice, and ask you to take part in whatever the children are doing."

"She shows me she likes it."

"I can go in any time I like and I feel so welcome and they make me welcome."

1. (Wilmington)
"She encourages me to participate."

"She meets me with a big smile."

3. (Elmira)
"Because she wants me to know and to see what my child is doing in the classroom."

5,6 (Elmira)
"Because its useful to her (teacher) and to me."

6. (Wilmington)
"I was given the impression they like (to) have me help with the children."

6.(Wilmington)
"Because I may have an idea that she never thought of."

If No:
Why don't you think the teacher likes you to visit the classroom?

No answers

1G. If it were convenient for you, would you volunteer to work in the classroom?

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| Yes | 134 | 16 | 12 | 56 | 50 |
| No | 9 | 2 | 3 | 0 | 4 |
| No answer | 1 | 0 | 0 | 0 | 1 |

1H. Have you ever taken trips with your child's class?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 33 | 3 | 2 | 14 | 14 |
| No | 107 | 12 | 13 | 41 | 41 |
| No answer | 6 | 3 | 0 | 2 | 1 |

Summary of A and Part 1 - Home-School Relationships

The response to the opening question of this interview, "Are you pleased that your child is in Head Start?" was a unanimous yes. This resounding affirmation is impressive, and more so, when the reasons given by the parents are studied. The over-riding idea that parents expressed was that they were glad for the social - developmental opportunities for their child, - the opportunity to learn (generally) and to have new experiences, the opportunity for social experience with other children and adults, the opportunity for the child to develop independence and a positive self image. (Categories 3,5,6,12,16 -this represents 51% of the total response). In addition, 40% of the responses were acknowledgements of the academic, school-life opportunity for the child (categories 1,2,8,13,14,17). Interestingly, only 11% of the total response expressed tangible benefits offered the child or mother (categories 7,10,11) as the reason for their positive feelings.

In answer to the question, "Have you been invited to visit your child's classroom?" again there was a unanimous "Yes" response. This would indicate the open communication that exists between Head Start families and the teaching staff. Clearly the teacher is the one who has been most responsible for developing this communication and for extending the invitation. And she is the one who has conveyed the spirit of welcome and friendliness that parents have felt when they have visited. All parents would like to visit or visit again. Those who were not able to visit were largely those parents who work or had suffered illness or accident. It would seem a measure of the effectiveness of the social services staff and the pull of the invitation that so very few parents were inhibited by transportation or baby-sitting problems. Not only do parents like to visit, but they would like to volunteer in the classroom (92%). The parent who expressed the thought, "...I may have an idea that she (teacher)never thought of," expressed the Bank Street belief that the parent is the child's first teacher and must be a part of the teaching team.

2. Home - Head Start Staff Relationship

2A) Has anyone connected with the Head Start Program dropped by to see you at home for a visit?

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| Yes | 93 | 17 | 7 | 40 | 29 |
| No | 53 | 1 | 8 | 17 | 27 |

If Yes: Who?

| Categories | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| Teacher | 53 | 11 | 5 | 29 | 8 |
| Teacher assistant | 17 | 7 | 0 | 3 | 7 |
| Social Service Aide | 8 | 0 | 0 | 0 | 8 |
| Social Worker | 10 | 3 | 1 | 6 | 0 |
| Head Start Parent Worker | 5 | 0 | 1 | 0 | 4 |
| Parent Interviewer | 0 | 0 | 0 | 0 | 0 |
| Nurse | 4 | 3 | 0 | 0 | 1 |
| Student Teacher | 2 | 2 | 0 | 0 | 0 |
| Parent Coordinator | 3 | 0 | 0 | 0 | 3 |
| Health Coordinator | 1 | 1 | 0 | 0 | 0 |
| No answer | 13 | 1 | 1 | 5 | 6 |

2B) Was the visit helpful?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 78 | 17 | 6 | 33 | 22 |
| No | 2 | 0 | 0 | 0 | 2 |
| No answer | 8 | 1 | 0 | 4 | 3 |

2C) What kind of things did you talk about on these visits? (List the things mentioned)

| Categories | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. Head Start Program - feeling about it, getting child in Head Start | 28 | 4 | 1 | 10 | 13 |
| 2. Children's Educational Program | 18 | 6 | 1 | 7 | 4 |
| 3. My child's progress, adjustment, attendance | 34 | 8 | 6 | 7 | 13 |
| 4. Projects for parents - volunteering in classroom, visiting Parent Room | 15 | 4 | 0 | 4 | 7 |
| 5. Parent herself | 1 | 0 | 1 | 0 | 0 |
| 6. Home situation, needs- child's and family's health needs | 12 | 3 | 0 | 5 | 4 |
| 7. Reading materials and school equipment | 1 | 0 | 0 | 1 | 0 |
| 8. Nutrition | 3 | 0 | 0 | 2 | 1 |
| 9. How program can be improved- suggestions | 2 | 1 | 0 | 1 | 0 |
| 10. Christmas program | 1 | 0 | 0 | 1 | 0 |
| 11. Social Services | 1 | 0 | 0 | 1 | 0 |
| 12. Visiting the school | 6 | 0 | 0 | 5 | 1 |
| 13. Just talked | 3 | 1 | 0 | 1 | 1 |
| 14. No answer | 14 | 2 | 0 | 1 | 11 |

2D) Have you had other contacts with the school through older children in your family?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 50 | 5 | 2 | 24 | 19 |
| No | 92 | 13 | 13 | 32 | 34 |
| No answer | 4 | 0 | 0 | 1 | 3 |

2E) If Yes:
Were those contacts different from your Head Start contacts?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 12 | 5 | 0 | 2 | 5 |
| No | 36 | 0 | 1 | 21 | 14 |
| No answer | 11 | 0 | 1 | 1 | 9 |

If Yes:
Please describe how these contacts were different.

| Categories | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. Previously invited to check report card | 2 | 0 | 1 | 0 | 1 |
| 2. No home visits with other school | 2 | 1 | 0 | 0 | 1 |
| 3. Older children learned more | 1 | 0 | 0 | 0 | 1 |
| 4. Program is different | 1 | 0 | 0 | 0 | 1 |
| 5. No answer | 14 | 3 | 0 | 1 | 10 |

2F) Has the Head Start Staff helped you in any way?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 131 | 16 | 11 | 52 | 52 |
| No | 13 | 2 | 4 | 4 | 3 |
| No answer | 2 | 0 | 1 | 1 | 0 |

If Yes:
Has the Head Start staff:

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. Helped you understand more about the program? | 97 | 12 | 9 | 36 | 40 |
| 2. Helped you understand more about your child? | 99 | 12 | 10 | 36 | 41 |
| 3. Helped you take courses or training? | 19 | 2 | 2 | 8 | 6 |
| 4. Helped you get welfare benefits? | 13 | 2 | 1 | 2 | 8 |
| 5. Helped you get health services? | 53 | 11 | 4 | 26 | 12 |
| 6. Helped you get legal services? | 3 | 2 | 0 | 0 | 1 |
| 7. Helped you make new friends? | 78 | 10 | 5 | 31 | 32 |

Has the Head Start staff helped you in any other way?

| Categories | | | | | |
|---|---|---|---|---|---|
| 1. Helped with special emergencies with my child | 2 | 2 | 0 | 0 | 0 |
| 2. Helped get clothing for child | 1 | 0 | 0 | 1 | 0 |
| 3. Free lunch for my child | 1 | 0 | 0 | 1 | 0 |

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 4. Helped me in a special way (including helping my child) | 13 | 1 | 1 | 4 | 7 |
| 5. Gave me incentive to get involved, to influence other parents | 4 | 3 | 0 | 1 | 0 |
| 6. Provided perfect school environment for child | 2 | 1 | 0 | 0 | 1 |

The following verbatim quotations illustrated the spontaneous responses to the question, "Has the Head Start staff helped you in any other way." They are expressions of the changes and help parents have experienced in their personal lives.

Tuskegee
4. "Get me a job."
"Kept child late for me."

1."Teacher picked up child when missed bus."

Boulder
5. "I have been getting more involved in the community."
6. "It provided what I think is a perfect school environment for my child."

Wilmington
4. "To have more self confidence."
"To learn how to communicate with other people. Understand my problems as well as others."

If No:
Would you like them to help you in any way?

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| Yes | 19 | 0 | 0 | 18 | 1 |
| No | 16 | 2 | 4 | 10 | 0 |
| No answer | 2 | 0 | 0 | 0 | 2 |

If Yes:
Please describe how they can help you.

| Categories | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. By keeping the program and helping me to understand it better | 2 | 0 | 0 | 2 | 0 |
| 2. By helping with special health needs of my family (including emergencies) | 7 | 0 | 0 | 7 | 0 |
| 3. By helping me get welfare benefits | 1 | 0 | 0 | 1 | 0 |
| 4. By helping me meet the material needs of my family | 3 | 0 | 0 | 3 | 0 |

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 5. By helping me get a job, go to school | 4 | 0 | 0 | 3 | 1 |
| 6. By helping me meet with parents, showing me how I can help the program | 1 | 0 | 0 | 1 | 0 |
| 7. Would like the teacher to visit | 1 | 0 | 0 | 1 | 0 |
| 8. Need help (anything, everything) | 1 | 0 | 0 | 1 | 0 |
| 9. No answer | 4 | 2 | 0 | 0 | 2 |

Summary of Part 2, Home - Head Start Staff Relationships

Again, the teacher emerges as the principal bridge between home and school in the Head Start Program. 64% of the parents had been visited in their homes. Of these visits, 74% were made by the teachers and teacher assistants. This testifies to the commitment of Bank Street Head Start teachers to the involvement of parents in the school life of children. Parents indicated that in 98% of the cases, these visits were helpful. Although there was wide-ranging discussion on these visits, conversation centered on the Head Start Program, including the educational component, and the progress of children within the program. This is consistent with the fact that these were largely teacher visits. There was also considerable discussion of family needs and the role of parents in the program.

The formulation of the question, "Have you had other contacts with the school through older children in your family," seemed to breed confusion as indicated by the improbable statistic that only 34% of the parents replied that they had had previous contact with schools. Consequently the questions related to that are not analyzed.

The question, "Has the Head Start staff helped you in any way," was designed specifically to get at the tangible ways Head Start has touched the personal lives of parents. 90% of the parents stated that they had been helped by the Head Start Staff. 66% had been helped to understand more about the program, and 69% had been helped to understand more about their child. These are significant responses in terms of the Bank Street belief that informed parents will be the source of support for the extension of early childhood education programs, and that a knowledge of child development must be the base of any such programs.

55% of the parents indicated that they had made new friends through Head Start. The opportunity for broadening one's life through increased social exchange is surely an important dividend to come out of this program. The tangible dividends, as well, have clearly been delivered. 61% of the parents stated that through Head Start staff, they had received training, had received welfare benefits, and had received health and legal services. Of the nineteen parents who had not been helped by staff but would like help, the expressed need was for help in realizing material gains for their family.

3. Parent Program

3A) Have you been active in the Parent Program?

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| Yes | 78 | 10 | 6 | 33 | 29 |
| No | 66 | 8 | 9 | 24 | 25 |
| No answer | 2 | 0 | 0 | 0 | 2 |

If Yes:
Do you spend time in the Parent Room or center?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 54 | 5 | 4 | 20 | 25 |
| No | 58 | 5 | 9 | 24 | 20 |
| No answer | 21 | 0 | 2 | 9 | 10 |

If Yes:
Please list the main activities in the Parent Room or center:

| Categories | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. Workshops | 4 | 0 | 0 | 1 | 3 |
| 2. Training courses | 1 | 0 | 0 | 1 | 0 |
| 3. Discussions about children | 2 | 1 | 0 | 1 | 0 |
| 4. Read stories, play games or talk with children | 9 | 1 | 0 | 4 | 4 |
| 5. Handicraft activities (sewing, making purses, quilts, stuffed animals) | 21 | 4 | 0 | 13 | 4 |
| 6. Decorating the family and children's room | 2 | 0 | 0 | 1 | 1 |
| 7. Cooking | 6 | 0 | 0 | 4 | 2 |
| 8. General meetings, committee meetings, planning | 11 | 1 | 2 | 0 | 8 |
| 9. Socials | 9 | 1 | 1 | 0 | 7 |
| 10. Rummage Sale | 1 | 0 | 1 | 0 | 0 |
| 11. Center for volunteer activity | 3 | 0 | 1 | 0 | 2 |
| 12. No answer | 33 | 12 | 2 | 11 | 8 |

3B) Do you know about the Policy Committee or Policy Council? (It is sometimes called PAC, or Policy Advisory Committee or Council)

| | | | | | |
|---|---|---|---|---|---|
| Yes | 72 | 15 | 3 | 17 | 37 |
| No | 72 | 3 | 12 | 40 | 17 |
| No answer | 3 | 0 | 0 | 1 | 2 |

3C) Would you briefly describe what you know about the work of your Policy Committee or Council?

| Categories | Total | B. | E. | T. | W. |
|---|---|---|---|---|---|
| 1. Screens applicants (adults and children) and approves hiring | 10 | 2 | 1 | 6 | 1 |

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 2. Participates in decision-making (including budget) and advises on projects | 26 | 7 | 2 | 3 | 14 |
| 3. Gives information about the community (including job openings) | 2 | 1 | 0 | 1 | 0 |
| 4. Has a formal organizational structure (representation from each community, meets regularly, has guidelines, has committees, elects officers) | 15 | 3 | 0 | 4 | 8 |
| 5. Communicates with parents - ideas, reports, information about the program and meeting | 15 | 3 | 0 | 6 | 6 |
| 6. Supports the children's programs (works with children, supplies equipment) | 5 | 2 | 1 | 2 | 0 |
| 7. Develops parent involvement (trips, visits to parents) | 2 | 0 | 0 | 2 | 0 |
| 8. No answer | 25 | 4 | 0 | 3 | 18 |

Some verbatim quotations follow, to illustrate the parent knowledge and description of the sophisticated activity of a P.C.

Wilmington
2. "It helps make decisions to improve the program."

4,5 "It is a joint meeting of all Center level committees to discuss new ideas and grievances if any."

Boulder
2,5 "I know they make the rules and by-laws on how to run the Head Start. They take care of the money. It's parent involvement."

1,2 "They meet a lot. They decide staff. They have a measure of control of the money. They work on screening on which children get in."

Tuskegee
1,5 "They approved hiring. They help try to get parents to meetings."

7,6 "They get together and go on trips and help with the children."

3D) Are you active in other community programs?

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| Yes | 49 | 6 | 6 | 21 | 16 |
| No | 91 | 12 | 9 | 36 | 34 |
| No answer | 5 | 0 | 0 | 0 | 5 |

If Yes:
Would you plaase tell us what these community programs are?

| Categories | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. Model Cities Program | 1 | 0 | 0 | 1 | 0 |
| 2. County Council | 0 | 0 | 0 | 0 | 0 |
| 3. Social Clubs (homemaking, Zionettes, Christmas) | 7 | 0 | 0 | 6 | 1 |
| 4. CAP Programs | 1 | 0 | 0 | 0 | 1 |
| 5. Church-choir, Sunday School | 15 | 0 | 1 | 8 | 6 |
| 6. P.T.A. | 3 | 0 | 1 | 2 | 0 |
| 7. My job (teacher aide) | 3 | 0 | 2 | 1 | 0 |
| 8. Adult education | 3 | 0 | 0 | 1 | 2 |
| 9. Community Recreational Programs | 11 | 2 | 2 | 0 | 7 |
| 10. Community Educational Programs | 9 | 2 | 1 | 6 | 0 |
| 11. Day Care Center | 1 | 1 | 0 | 0 | 0 |
| 12. Welfare Rights | 2 | 2 | 0 | 0 | 0 |
| 13. Migrant Action Program | 2 | 2 | 0 | 0 | 0 |
| 14. No answer | 16 | 0 | 0 | 4 | 12 |

3E) Has the Head Start Program helped <u>you</u> in any way?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 130 | 15 | 14 | 54 | 47 |
| No | 11 | 3 | 1 | 3 | 4 |
| No answer | 4 | 0 | 0 | 0 | 4 |

If Yes:
Please describe how it helped you?

| Categories | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. Helped me understand the Head Start Program | 13 | 1 | 0 | 5 | 7 |
| 2. Helped me better understand my child, can help my child more | 56 | 8 | 4 | 26 | 18 |
| 3. Now have more time for younger children | 2 | 0 | 0 | 1 | 1 |
| 4. Now I can work, has helped financially, provided Day Care, helped me complete my training | 24 | 0 | 6 | 8 | 10 |
| 5. Helped me personally, more friends, can cope better with problems, feel secure knowing where child is | 30 | 6 | 5 | 12 | 7 |
| 6. Health services and transportation to doctor | 15 | 2 | 0 | 12 | 1 |
| 7. Helped my child get off to an earlier start | 11 | 1 | 3 | 6 | 1 |

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 8. Provided information on Social Services in the area | 2 | 1 | 0 | 0 | 1 |
| 9. Helped child get kind of education mother prefers | 1 | 1 | 0 | 0 | 0 |
| 10. No answer | 10 | 1 | 0 | 0 | 9 |

Some verbatim responses to this question follow:

Tuskegee
2. "BY helping my child they help me."
"Help me to know my own child better."
5. "It help me to rest my nerves."
3,5 "In the home. Gives smaller child more time with parents."

Boulder
2. "My child and I are closer, we discuss his schooling."
2,5 "How to understand and get along with my child. Help with my probation officer. Help get away from the house and meet people."

Elmira
4. "If I got a job, I would be able to work."
7. "It has done wonders for the child."
2. "Helped to understand my child better and able to do more things with him."

Wilmington
3. "It relieves me to have time with my other children."
2. "The program has helped me by helping my children. My children have responded and are able to cope with their surroundings."
5. "...this program has increased my number of friends."

Summary of Part 3 - Parent Program

The design of this study was that it include one-half active parents and one-half inactive parents. It is reassuring that the parents who were interviewed actually had a perception of themselves similar to that of the selecting committee. 54% of the parents who responded to the question, "Have you been active in the Parent Program?" said "Yes." The distinction of Parent Program should be made clear. A much higher percentage of parents have been active in the educational program for child, as shown in other sections of this report. The Parent Program represents an extension of personal life which has not been characteristic of the lives of these parents. (For instance, only 35% of the parents indicate that they have been active in any other community programs.) The beginnings of group and community activity for previously isolated parents is a goal of the Head Start Program, for not only is their participation enriching to the program, but their organizational skills will insure effective support for the program.

Of these active parents who responded to the question, "Do you spend time in the parent Room or center?" only about half replied "Yes." Actually, there is no Head Start Parent Room in Wilmington, and yet Wilmington is the

only one of the communities in which more parents said "Yes" rather than "No" to the question. They are welcome in the Follow Through Parent Room and use it fully as the center of their activity. When questioned about specific activities in the Parent Room, the response falls off. Many parents are aware of the handicraft activities (sewing, etc.), activities which could make a direct and tangible contribution to family life. Parents are also aware of meetings, and workshops as well as social affairs.

The organization of a Policy Committee is explicitly called for in the Head Start guidelines but requires a degree of skill in organization that could not be developed over night. It is significant that 50% of the parents interviewed do know about the Policy Committee or Council, and could describe in some detail, the work of the P.C.

It was hoped that the question, "Has the Head Start Program helped you in any way?" would get at the ways in which the Head Start Program had changed the personal life of the parent - her feelings about herself, her feelinss about her role in the educational life of her child and in her community.

The answers to this question continue the major theme that is emerging in the analysis of the parent questionnaire results, the concern for the child and enthusiasm for the opportunity provided by Head Start to support every aspect of the child's development. The most frequently expressed response to, "Has Head Start helped you in any way?" was that it had helped the parent through helping the child - that there was satisfaction in the progress of the child. Added to this response was the concept that the parent herself was now more able to support and help her child because of increased understanding of her child. The other major response to this question reflected the enhanced confidence and coping ability that parents feel as they make new friends and identify with a group of common purpose.

Again, the more tangible benefits of the program are not underscored.

4. Children's Education Program

4A) Could you tell me everything that you feel your child should be learning in school?

| Categories | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. Specific skills (write name, address, telephone number, tie shoes, etc.) | 35 | 2 | 1 | 13 | 19 |
| 2. Academic skills (numbers, alphabet, reading, writing, spelling) | 66 | 6 | 3 | 37 | 20 |
| 3. Art skills (colors, shapes, space) | 20 | 2 | 1 | 12 | 5 |
| 4. Songs and nursery rhymes | 5 | 0 | 0 | 3 | 2 |
| 5. Social skills (manners, how to get along with, and play with others) | 37 | 9 | 4 | 9 | 15 |

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 6. Orientation to school (including how to obey teacher, how to pay attention) | 9 | 1 | 1 | 4 | 3 |
| 7. Self expression, independence | 9 | 2 | 2 | 1 | 4 |
| 8. Self-discipline, self-confidence | 5 | | | | |
| 9. Nothing | 1 | 0 | 0 | 1 | 0 |
| 10. Parent is satisfied with the program | 23 | 6 | 5 | 5 | 7 |
| 11. Additional experiences in science, language, art, music, dance | 3 | 2 | 0 | 0 | 1 |
| 12. Needs more individual attention | 2 | 1 | 0 | 0 | 1 |
| 13. No answer | 25 | 2 | 4 | 4 | 15 |

4B) What do you think your child is learning?

| Categories | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. Specific skills | 31 | 3 | 2 | 12 | 14 |
| 2. Academic skills | 67 | 10 | 7 | 30 | 20 |
| 3. Art skills | 48 | 2 | 2 | 22 | 22 |
| 4. Social skills | 61 | 7 | 8 | 24 | 22 |
| 5. Cooking | 2 | 0 | 0 | 1 | 1 |
| 6. Sewing | 1 | 0 | 0 | 1 | 0 |
| 7. Songs and dances, games | 17 | 3 | 1 | 7 | 6 |
| 8. Self expression | 9 | 1 | 0 | 3 | 5 |
| 9. Developing independence, self control, positive self-image | 14 | 4 | 4 | 1 | 5 |
| 10. Developing interest in books, trips | 4 | 1 | 0 | 2 | 1 |
| 11. Health habits | 3 | 0 | 1 | 2 | 0 |
| 12. Nothing | 2 | 0 | 0 | 2 | 0 |
| 13. Obey the teacher and listen | 3 | 0 | 0 | 1 | 2 |
| 14. Different languages | 3 | 3 | 0 | 0 | 0 |
| 15. About the environment | 7 | 4 | 0 | 0 | 3 |
| 16. Everything - a lot | 2 | 0 | 0 | 0 | 2 |
| 17. No answer | 9 | 0 | 2 | 2 | 5 |

4C) Do you think that the school could do a better job?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 31 | 8 | 5 | 11 | 7 |
| No | 103 | 9 | 10 | 46 | 38 |
| No answer | 7 | 1 | 0 | 0 | 6 |

If Yes:
How could the school do a better job?

| Categories | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. More teachers and aides in the classroom | 3 | 0 | 0 | 2 | 1 |
| 2. More equipment, more funds | 2 | 0 | 0 | 2 | 0 |
| 3. More individualization | 1 | 0 | 0 | 1 | 0 |
| 4. Improve the meals | 3 | 0 | 0 | 2 | 1 |
| 5. Working more with "problem" children | 1 | 0 | 0 | 1 | 0 |
| 6. Better facilities | 4 | 3 | 0 | 1 | 0 |
| 7. More parent involvement | 2 | 0 | 0 | 1 | 1 |
| 8. Prepare children for 1st grade-more work | 4 | 0 | 0 | 1 | 3 |
| 9. More bilingual experiences | 1 | 1 | 0 | 0 | 0 |
| 10. More staff development | 1 | 1 | 0 | 0 | 0 |
| 11. Always room for improvement | 6 | 2 | 2 | 0 | 2 |
| 12. Open earlier | 1 | 0 | 1 | 0 | 0 |
| 13. Children should go to closest Day Care | 1 | 0 | 1 | 0 | 0 |
| 14. More health education | 2 | 0 | 1 | 0 | 1 |
| 15. Continue program through Grade 6 | 1 | 0 | 0 | 0 | 1 |
| 16. No answer | 7 | 2 | 1 | 2 | 2 |

4D) What does your child tell you about school?

| Categories | | | | | |
|---|---|---|---|---|---|
| 1. Meals | 36 | 5 | 4 | 15 | 12 |
| 2. Other children | 42 | 4 | 2 | 16 | 20 |
| 3. Teacher and aide | 25 | 0 | 1 | 10 | 14 |
| 4. Schoolwork and activities, new learning | 53 | 6 | 3 | 24 | 20 |
| 5. Trips | 34 | 11 | 3 | 5 | 15 |
| 6. Toys, books, and equipment | 5 | 1 | 0 | 3 | 1 |
| 7. Pets | 5 | 0 | 0 | 2 | 3 |
| 8. That child likes/loves school | 18 | 2 | 2 | 8 | 6 |
| 9. Doesn't like to nap | 1 | 0 | 0 | 1 | 0 |
| 10. Doesn't talk too much | 2 | 1 | 0 | 1 | 0 |

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 11. Tells what she did, everything | 61 | 11 | 8 | 21 | 21 |
| 12. Demonstrates new songs, learning to the family | 7 | 0 | 0 | 3 | 4 |
| 13. Visitors in classroom | 1 | 0 | 0 | 0 | 1 |
| 14. Nothing | 2 | 0 | 2 | 0 | 0 |
| 15. No answer | 5 | 0 | 0 | 1 | 4 |

4E) Does your child ever bring home things he has done in school?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 143 | 18 | 13 | 56 | 56 |
| No | 0 | 0 | 0 | 0 | 0 |
| No answer | 1 | 0 | 0 | 1 | 0 |

If Yes:
What does your child bring home?

| Categories | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. Artwork | 138 | 17 | 14 | 55 | 52 |
| 2. Other things they made (crafts, gifts, costumes, food) | 68 | 15 | 5 | 12 | 36 |
| 3. Letters from teachers | 2 | 0 | 0 | 2 | 0 |
| 4. Writing and numbers | 20 | 0 | 1 | 18 | 1 |
| 5. Flowers and plants | 5 | 0 | 0 | 2 | 3 |
| 6. Holiday cards | 15 | 1 | 1 | 10 | 3 |
| 7. Toys | 5 | 0 | 0 | 1 | 4 |
| 8. Books | 7 | 1 | 0 | 4 | 2 |
| 9. Animals | 1 | 1 | 0 | 0 | 0 |
| 10. No answer | 1 | 0 | 0 | 0 | 1 |

4F) What are some of the things that your child really likes about school?

| Categories | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. Playing with other children | 76 | 9 | 9 | 32 | 26 |
| 2. Playing with games, toys, pets | 16 | 0 | 1 | 7 | 8 |
| 3. Learning and discovering things (including new language) | 10 | 3 | 2 | 5 | 0 |
| 4. Feeling a part of the program, helping | 7 | 1 | 0 | 1 | 5 |
| 5. Trips and walks | 28 | 9 | 0 | 9 | 10 |
| 6. Meals | 18 | 3 | 1 | 7 | 7 |
| 7. Setting the table | 1 | 0 | 0 | 1 | 0 |
| 8. Riding the bus | 3 | 1 | 0 | 1 | 1 |
| 9. Teachers and aides | 32 | 5 | 4 | 13 | 10 |
| 10. The building, room environment, and playground | 3 | 2 | 0 | 0 | 1 |
| 11. The curriculum, activities | 58 | 6 | 0 | 24 | 28 |
| 12. Everything | 15 | 1 | 4 | 4 | 6 |
| 13. No answer | 5 | 1 | 0 | 0 | 4 |

4G) Whom do you like to talk to about your child's education?

| Categories | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. Teacher | 107 | 13 | 9 | 50 | 35 |
| 2. Teacher aide (assistant) | 22 | 6 | 0 | 6 | 10 |
| 3. None | 2 | 0 | 0 | 1 | 1 |
| 4. Social Worker | 5 | 0 | 0 | 1 | 4 |
| 5. Don't have anyone | 1 | 1 | 0 | 0 | 0 |
| 6. Psychologist | 1 | 1 | 0 | 0 | 0 |
| 7. I don't know yet | 5 | 0 | 5 | 0 | 0 |
| 8. Neighbors and friends | 3 | 0 | 0 | 0 | 3 |
| 9. Someone who understands children-someone with a sense of humor | 2 | 0 | 0 | 0 | 2 |
| 10. No answer | 16 | 2 | 1 | 3 | 10 |

5. Since the child has been in the Head Start Program:

5A) Is your child more interested in playing with other children?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 141 | 16 | 15 | 57 | 53 |
| No | 4 | 2 | 0 | 0 | 2 |
| No answer | 1 | 0 | 0 | 0 | 1 |

5B) Is your child more interested in looking at picture books or magazines?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 139 | 16 | 14 | 57 | 52 |
| No | 6 | 2 | 1 | 3 | 0 |
| No answer | 1 | 0 | 0 | 0 | 1 |

5C) Is your child more interested in listening to stories?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 138 | 17 | 13 | 56 | 52 |
| No | 8 | 1 | 2 | 1 | 4 |
| No answer | | | | | |

5D) Is your child more interested in telling his own stories?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 125 | 16 | 14 | 51 | 44 |
| No | 20 | 2 | 1 | 6 | 11 |
| No answer | 1 | 0 | 0 | 0 | 1 |

5E) Is your child more interested in learning?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 141 | 15 | 15 | 57 | 54 |
| No | 5 | 3 | 0 | 0 | 2 |
| No answer | 0 | 0 | 0 | 0 | 0 |

5F) Is your child more interested in cooking?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 107 | 14 | 10 | 41 | 42 |
| No | 37 | 4 | 4 | 16 | 13 |
| No answer | 2 | 0 | 1 | 0 | 1 |

5G) Is your child more interested in learning to count?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 135 | 14 | 13 | 57 | 51 |
| No | 10 | 4 | 1 | 0 | 5 |
| No answer | 1 | 0 | 1 | 0 | 0 |

5H) Is your child more interested in music?

| | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| Yes | 132 | 15 | 15 | 53 | 49 |
| No | 14 | 3 | 0 | 4 | 7 |
| No answer | | | | | |

5I) Is your child more interested in art?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 138 | 15 | 14 | 56 | 53 |
| No | 8 | 3 | 1 | 1 | 3 |
| No answer | | | | | |

5J) Is your child more interested in trips?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 141 | 17 | 15 | 55 | 54 |
| No | 4 | 1 | 0 | 1 | 2 |
| No answer | | | | | |

5K) Have you taken your child on any trips?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 125 | 15 | 11 | 54 | 45 |
| No | 17 | 3 | 4 | 2 | 8 |
| No answer | 4 | 0 | 0 | 1 | 3 |

5L) Is your child more interested in doing things for himself?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 140 | 17 | 14 | 54 | 55 |
| No | 5 | 1 | 0 | 3 | 1 |
| No answer | 1 | 0 | 0 | 0 | 1 |

6A) Answer only if parent has not visited classroom.
If you have not visited your child's classroom and would like to, is there anything we could do to help bring it about?

| | | | | | |
|---|---|---|---|---|---|
| Yes | 13 | 1 | 0 | 7 | 5 |
| No | 14 | 5 | 1 | 5 | 3 |

If Yes:
What can we do?

| Categories | Total | B. | E. | M.C. | W. |
|---|---|---|---|---|---|
| 1. Provide transportation | 4 | 0 | 0 | 4 | 0 |
| 2. Provide a substitute teacher | 1 | 0 | 0 | 1 | 0 |
| 3. Provide funds for babysitting | 3 | 0 | 0 | 1 | 2 |
| 4. Notify of meeting | 1 | 0 | 0 | 1 | 0 |
| 5. Invite me to participate, not just observe | 5 | 0 | 0 | 4 | 1 |
| 6. No answer | 3 | 0 | 1 | 0 | 2 |

Summary of Parts 4,5,6 - Children's Educational Program

The final section of the parent interview inquired into the parents' knowledge about the children's education program. It is a goal of the Bank Street Model that parents be knowledgeable about the developmental base and related curriculum of the children's school life. Parents become knowledgeable as they observe and participate in the classroom and have an opportunity to discuss the program with the staff. Earlier in the interview parents replied that they had been in the classroom, they had had the opportunity to talk about the program, and they would like to participate in the classroom as volunteers. This final section inidcates that parents are aware of the activity of the classroom.

The two questions, "Could you tell me everything your child should be learning in school?" and "What do you think your child is learning?" were expected to produce two things: a suggestion of the extent of understanding of a preschool educational program, and an indication of the degree of satisfaction with how things are going. Parents expressed expectation that children should get a "head start" on academic skills and specific skills, and then indicated in equal numbers that the children were learning these skills. A less traditional expectation was that children should learn social skills (37 such responses). Interestingly, 61 parents replied that their child actually was learning social skills. This would seem to indicate the kind of effectiveness that teachers are having in communicating the range of learnings such as social skills that children experience in Head Start.

77% of the parents who replied to the question, "Do you think that the school could do a better job?" said "No." Those who said "Yes" went on to make thoughtful and idiosyncratic responses, the categories for which are self-explanatory.

It is clear that children do talk about their school experiences, and that parents hear. Children talk about "everything they did." They also talk specifically about every aspect of the curriculum, including trips, equipment, and pets. They also bring home their work, art work, crafts, food they have cooked, flowers from walks. By asking the question about the children's bringing work home, the importance we assign to this work is indicated. In a subsequent interview, it would be important to glean from parents the importance they assign to honoring children's work.

It is interesting to compare the responses to the questions, "What does your child tell you about school?" and "What are some of the things your child really likes about school?" The numbers of responses to curriculum areas from the two questions are almost identical, giving the distinct impression that parents are making the assumption that in curriculum areas, their child is talking about the things he likes, whereas parents state that their child really likes playing with other children, without equivalent corroborating evidence from their child's talk. In other words, the fact that children like to play together is a given. A future interview could get at the understanding parents have of the educational significance of play in the life of the pre-school child.